

# School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

[DataQuest](#) is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Ohlone Elementary	District Name	Palo Alto Unified
Street	950 Amarillo Ave.	Phone Number	650-329-3700
City, State, Zip	Palo Alto, CA 94303-3701	Web Site	<a href="http://www.pausd.org">www.pausd.org</a>
Phone Number	650-856-1726	Superintendent	Kevin Skelly
Principal	Susan Charles	E-mail Address	<a href="mailto:kskelly@pausd.org">kskelly@pausd.org</a>
E-mail Address	<a href="mailto:scharles@pausd.org">scharles@pausd.org</a>	CDS Code	43-69641-6048243

### School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

#### Ohlone Core Values

- Developmental Approach
- Climate of Trust
- Growth and Assessment
- Multidimensional Learning
- Meaningful, Relevant Curriculum
- Cooperation and Collaboration
- Teacher-Parent Partnership

## School Profile

Ohlone School is one of twelve elementary schools in the Palo Alto Unified School District. As an officially designated district alternative school rather than a neighborhood school, Ohlone serves families from throughout Palo Alto, Stanford, and Los Altos Hills, as well as families from East Palo Alto and Menlo Park who participate in the Voluntary Transfer Program. Attendance rates are high; non-excused absences average less than 1%. Children are admitted to Ohlone via an equal access drawing (lottery) which takes place the February prior to August entrance. Once siblings and children participating in the Voluntary Transfer Program have been accommodated, all available kindergarten spaces are filled from the equal access drawing. Parents are required to attend an orientation session prior to making a commitment to Ohlone's guiding principles and practices.

Out of 441 students, 51% are girls and 49% are boys; 25% of the children represent racial or ethnic minorities (58.1% White-Not Hispanic, 15.6% Asian-American, 4.3% Latino-American, 1.7% African-American, .2% Pacific Islander, and 20.1% other). Collectively, in addition to English, Ohlone families speak more than 28 different languages at home.

## School Goals

*Goal 1a:* Ensure academic growth and achievement and appropriate level of challenge for all students so that every student makes at least a year's growth each year.

*Goal 1b:* Close the achievement gap among students in different racial/ethnic groups by 20% each year as measured by individual student gains on multiple measures.

*Goal 1c:* Foster social-emotional-physical health and resilience in every student as measured by improved student behaviors.

*Goal 1d:* Provide diverse avenues for student success that honor the unique talents and abilities of each student.

## Practices

*Learning:* Teachers encourage students to make responsible decisions regarding what to study, what resources to use, and how to evaluate their learning. Teachers are guides and facilitators. Students are encouraged to initiate and follow through on projects. We emphasize hands-on learning. Lessons commonly integrate multiple subjects. Homework is an extension of classroom curriculum, not a separate, add-on activity.

*Environment:* Classes feature multiple grades. The atmosphere is relaxed and informal. Classrooms offer the freedom to move around, talk, and share. Teachers design activities that promote cooperation and collaboration. A safe, non-judgmental environment provides opportunities for students to take risks and express themselves. We encourage participation of older and peer student tutors, parents and community members in classrooms.

*Assessment and Growth:* Teachers help students set appropriate goals. Students progress at their own level and rate. Parent-teacher conferences and written evaluations replace grades and report cards. Students receive support to develop positive social interactions and productive relationships. Students serve as role models for one another. Students and staff participate in making decisions and rules that directly concern them.

*Parent-Partnership:* Parents involve themselves in school/classroom activities. We use the talents of parents and community members to support and enrich school programs. Parents participate in decision-making and policy formation. Teachers, staff, administrators, and parents accept and support the Ohlone philosophy.

## Instructional Staff

The certificated staff consists of 22 classroom teachers; 4 specialists (Resource Specialist, Speech/ Language Specialist, Reading Specialist, English Language Development Specialist); and one part-time Librarian. The Ohlone counseling staff consists of one part-time School Psychologist and one counseling intern. There are 29 certificated individuals (26 women, 3 men), 7 are beginning teachers (1-6 years of service), 9 are mid-career (6-15 years of service), and 8 are veteran teachers (15-30 years of service). In addition to the certificated staff, Ohlone has a support (classified) staff of 2 administrative assistants, 2 custodians, 21 classroom aides (of whom 7 are Ohlone parents), and one Farm aide. Two (2) part-time math specialists assist both struggling and advanced children in mathematics.

Ohlone maintains the district pupil-teacher ratio of 22:1 in grades 4-5. The adult-child ratio is lowered considerably by the regular participation of parents and community volunteers who work side by side with classroom teachers and paraprofessionals.

Class size reduction has enabled us to create seven K-1 and seven 2-3 classrooms with 20 students, and seven 4-5 classrooms with 22 students. All classrooms at Ohlone provide multi-age, multi-graded environments; children usually remain with their teachers for two years.

The Ohlone Kids Club, operated by Palo Alto Community Child Care, provides an on-site program for Ohlone families who seek after-school care for their children. OKC currently serves children from more than 85 families, and is open from kindergarten dismissal until 6:00 p.m. on school days and from 7:30 a.m. until 6:00 p.m. on most school holidays. OKC is located in two portable buildings adjacent to the Ohlone Library.

## Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Parents play an integral part in the Ohlone learning community: by volunteering in the classroom or on campus, coordinating activities or special events, working as PTA officers or committee chairs, serving on the Ohlone School Site Council, or by participating as members of districtwide advisory committees, Core Values Committee, Farm Council, or the PTA Council.

Parents volunteer an average of 25,000 hours per year at school assisting children, making appearances as guest teachers, driving on field trips, arranging classroom celebrations, and taking part in schoolwide work days on the Farm, in the Multi-Purpose Room, or on the play structure. Parents help maintain Ohlone traditions such as the Harvest Festival, Family Bingo Night, Jazz/Auction, Family Orchestra Night, the Ohlone Book Faire, and Spring Picnic, and create new events, e.g. Science, Math, and Literary Nights, that contribute to and strengthen our growing sense of community. Room parents coordinate goings-on for every classroom.

## Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	71
Grade 1	71
Grade 2	73
Grade 3	70
Grade 4	79
Grade 5	75
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	441

## Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	2.27 %
American Indian or Alaska Native	0.23 %
Asian	18.82 %
Filipino	0.23 %
Hispanic or Latino	5.44 %
Pacific Islander	%
White (not Hispanic)	56.01 %
Multiple or No Response	17.01 %
Socioeconomically Disadvantaged	3 %
English Learners	7 %
Students with Disabilities	16 %

## Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3	19.9	15			20.0	15			20.0	15		
3-4												
4-8	19.1	5	2		19.3	5	2		22.0		7	
Other												

## III. School Climate

### School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

#### The Basic Ten for School Safety:

1. Respect ourselves and each other.
2. Treat others as we would like to be treated.
3. Be caring, friendly, and nice to each other.
4. Include people in games and discontinue lockouts.
5. Be kind and considerate to plants and animals on the Farm and in classrooms.
6. Act safely and responsibly.
7. Respect school's and other people's property.
8. Solve problems and talk among ourselves before we turn to an adult for help.
9. Use common sense and make good decisions.
10. Trust our own judgment.

Annually, Ohlone reviews and reassigns duties to every staff member around our disaster plan. Other than holding regular earthquake and fire drills, the district restocks our emergency supplies and equipment. Students are educated on proper safety procedures and our teachers and classified staff receive annual training in First Aid and CPR.

Other than the Basic Ten for Students and Parents, regular class meetings to discuss appropriate in and out of class behaviors are commonplace at Ohlone. The Ohlone Guides, a cadre of Fifth Graders, are trained to be responsive to the needs of the younger children. Parents and classroom aides are hired to be yard duty monitors at the lunch hour. The Site Council reviews and updates the School Safety Plan each year.

## Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	School	District
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Rate	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0.0	0.0	0.0	1.9	2.0	1.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

## IV. School Facilities

### Facility Conditions and Planned Improvements (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

#### **Safety, cleanliness, and adequacy of school facilities. EC Sec. 33126 (b)(9)**

Safe, orderly schools are the highest priority of the Palo Alto Unified School District. Schools maintain and enforce a policy of required registration and identification at the main office. All visitors must register and receive approval before visiting any classroom or activity during the school day. District personnel, contractors and maintenance crews are required to wear identification badges while working on any campus throughout the district.

The District has established a Preventive Maintenance Team that will visit each campus on an assigned schedule repairing and maintaining facilities in readiness conducive to teaching and learning. ***In addition, the District provides a work order system for ongoing maintenance that tracks requests, supplies and assigned time spent on any routine repair.*** A Custodial Supervisor who monitors the cleaning of all sites visits both during the day as well as the evening, providing custodians with support and emphasizing the importance of providing and maintaining a clean facility for learning.

Each school has a Safety Plan and clearly stated expectations for student behavior. Safety Plans are updated and reviewed annually. The District has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based upon race, gender, disability, religion or sexual orientation. The School Board maintains a zero tolerance policy for violent or threatening behaviors, and is committed to prevention of harmful behaviors. Students are provided with opportunities to build positive relationships to help create a more supportive school community.

The Ohlone Elementary School main campus was originally constructed in 1949. The buildings on campus have been renovated and added to over the years with additional rooms, multi-purpose and office added in 1962. The latest modernization occurring in 2004 as part of the Building for Excellence Program. This modernization program included seismic and ADA accessibility improvements, as well as updating the classroom environment. New technology upgrades included computer workstations and increased electrical capacity within the classrooms. Energy upgrades included new heating systems and lighting in the classrooms. The 2004 modernization included conversion of two classrooms housing the library to classrooms, conversion and construction of a new library space within an existing building and construction of a new classroom wing.

The campus now has a renovated library facility as part of the Building for Excellence Program. The library facility has reading and resource areas for students, as well as new computer workstations. The library has a credentialed librarian assigned, with equipment, which provides for on line services, Internet and Intranet connections and a multimedia presentation station.

The Multipurpose room is ***forty-five years old***, and is slated for reconstruction in the future.

**The District staff has been working with site personnel to identify additional needs at all of the campuses as input to the District's Capital Improvement Plan. This plan will detail proposed repair/replace projects over the next twenty years with a priority for health and safety issues and begin to identify funding sources.**

Modernization on campus in 2004 included a new playground equipment structure and the resurfacing of hardcourt and play surfaces. The buildings were also re-roofed and painted in 2004 as part of the renovation. During the summer of 2008 two 1440 relocatable classrooms were added to accommodate growth.

As of ***August 2008*** none of the emergency facility needs specified in Education Code Section 17592.72 (1. Gas leaks; 2. Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3. Electrical power failure; 4. Major sewer stoppage; 5. Major pest or vermin infestation; 6. Broken windows or exterior doors or gates that will not lock and pose a security risk; 7. Abatement of hazardous materials previously undiscovered that poses an immediate threat to pupil or staff; and 8. Structural damage creating a hazardous or uninhabitable condition) are required at this school site. ***A copy of the Interim Evaluation Instrument used to verify Education Code Section 17592.72 deficiencies is on file in the Facilities Office for review.***

The Ohlone Elementary School campus is safe, well maintained and clean, with a custodial staff assigned for 15 hours daily.

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	25	25	25	737
Without Full Credential	0	0	0	8
Teaching Outside Subject Area of Competence	0	0	0	N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	2	0	1
Total Teacher Misassignments	2	0	1
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	97.1	2.9
High-Poverty Schools in District		
Low-Poverty Schools in District	97.0	3.0

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A

Library Media Services Staff (paraprofessional)	1.0	N/A
Math Specialist	.4	N/A
Psychologist	.8	N/A
Reading Specialist	.5	N/A
Science Specialist	.25	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	.8	N/A
Other	1.0	N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

The Board of Education has made a determination that each pupil in each school in the District has, or will have prior to the end of the fiscal year, sufficient textbooks or instructional materials, or both, in each subject, and these materials, in each subject, are consistent with the content and cycles of the curriculum framework adopted by the State Board. PASSED AND ADOPTED by the Board of Education of Palo Alto Unified School District this 25th day of September, 2007.

Additional information is available from the PAUSD Educational Services Department at (650) 329-3709.

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8957	\$1416	\$7541	\$82119
District	N/A	N/A	\$7809	\$78799
Percent Difference - School Site and District	N/A	N/A	-3.4%	4.2%
State	N/A	N/A	\$5300	\$63458
Percent Difference - School Site and State	N/A	N/A	42.3%	29.4%

### Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Each year each school develops a Single Plan for Student Achievement (SPSA). This plan is available at the school site. The SPSA is developed by the School Site Council and is presented to the Board of Education for approval during

a fall Board Work Session. This plan provides the budget detail on the uses of the site's categorical funds. The SPSA also describes the overall categorical funding received by the District in dollar amounts and the types of services funded. Most categorical programs are centrally funded and not within an individual school's budget. The notable exceptions are the state-funded School and Library Improvement Block Grant, which is allocated to each school on a per pupil basis, and the federally-funded Title I Assistance Program, which is provided for identified students in PAUSD's elementary schools with the highest concentrations of low income families.

The District also publishes an annual Budget Book, typically running over 400 pages, which details all District expenditures, General and Categorical, by school and by department. The 2008-09 Budget was adopted by the Board of Education on June 24, 2008. The Budget Book is available through Business Services at the District Office and on the PAUSD Website ([www.pausd.org/community/about\\_pausd](http://www.pausd.org/community/about_pausd)).

## Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48944	\$39708
Mid-Range Teacher Salary	\$77915	\$63805
Highest Teacher Salary	\$98835	\$82081
Average Principal Salary (Elementary)	\$127648	\$102166
Average Principal Salary (Middle)	\$138563	\$107816
Average Principal Salary (High)	\$145002	\$116474
Superintendent Salary	\$267342	\$183478
Percent of Budget for Teacher Salaries	41.6 %	40.6 %
Percent of Budget for Administrative Salaries	5.5 %	5.2 %

## IX. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

### CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	81	84	75	82	83	83	42	43	46
Mathematics	85	83	77	80	80	81	40	40	43
Science	87	90	92	81	81	85	35	38	46
History-Social Science				76	74	76	33	33	36

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	No test at K-5
American Indian or Alaska Native	*	*		No test at K-5
Asian	83	86	81	No test at K-5
Filipino	*	*		No test at K-5
Hispanic or Latino	38	54	*	No test at K-5
Pacific Islander				
White (not Hispanic)	78	80	94	No test at K-5
Male	70	79	95	No test at K-5
Female	83	77	88	No test at K-5
Economically Disadvantaged	*	*		No test at K-5
English Learners	30	40		No test at K-5
Students with Disabilities	48	52	83	No test at K-5
Students Receiving Migrant Education Services				

*\*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	54.70
7	N/A
9	N/A

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the [API](#) Web page.

### API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an

API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	10	10	10
Similar Schools	7	8	2

"N/A" means a number is not applicable or not available due to missing data.

"\*\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 6048243

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

## API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	16	-17	-23	881
African American				N/A
American Indian or Alaska Native				N/A
Asian			-27	923
Filipino				N/A
Hispanic or Latino				N/A
Pacific Islander				N/A
White (not Hispanic)	9	-6	-31	885
Socioeconomically Disadvantaged				N/A
English Learners				N/A
Students with Disabilities				N/A

"N/A" means a number is not applicable or not available due to missing data.

"\*\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

## Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator

- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

## AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

## Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

## XI. School Completion and Postsecondary Preparation (for High School only)

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The PAUSD provides ongoing professional development and professional growth opportunities to all staff. All teachers and classified staff participate in three district-wide staff development days each year. The content for these sessions is informed by the PAUSD Strategic Goals that encompass student achievement, closing the achievement gap, and meeting the academic, social, emotional, and physical needs of all students, and providing multiple pathways for students to demonstrate success. Additional workshops on these topics, multimedia and technology are offered throughout the year, at the District and school sites. Reading specialists, special education teachers, school psychologists, speech therapists, EL teachers, and other non-classroom personnel are included and also receive

additional training in their areas of expertise. Study groups, Lesson Study teams, and peer coaching involve small teams of teachers at specific grade levels or within content areas who work together on a cycle of inquiry and preparation for National Board Certification. New teachers to PAUSD, including those who qualify for the BTSA Induction Program, receive monthly professional development that includes curriculum, instruction, assessment, and special workshops on specific students' needs. In addition, BTSA participants receive formative assessment and one-to-one coaching.

During the summer, weeklong professional development is offered in curriculum, instruction, technology, and leadership. Reading, writing, art and math professional development laboratory schools provide two and four-week opportunities for intensive training combined with coaching and reflective practice. Summer curriculum-development teams produce curriculum to later be used by the entire teacher community.